



Statements of Post-Secondary Transition Services in Individual Education Programs (IEPs) Sample Activities/Strategies

Using this Document

This tool contains examples of activities and strategies that IEP teams may consider as they construct unique and robust transition plans in the 'STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES/STRATEGIES' section of IEPs for students of transition age (see Appendix A for a sample transition section of the IEP). The list is organized into the seven general areas noted in the IDEA:

- instruction
- related services
- community experiences
- employment
- post-school adult living objectives
- daily living skills
- functional vocational evaluation

Beginning with the IEP in place for the school year during which the student will turn age 16 (or younger if determined appropriate), as a compliment to post-secondary goals and the course of study, the IEP must include a statement of transition activities and services. These activities and services are intended to assist the student in developing or attaining their post-secondary goals. This statement should outline a multi-year plan of activities and strategies, and note the expected date of implementation, (i.e. Spring 2014, Fall 2015) and the person or agency responsible for arranging, providing and/or implementing each activity or strategy (student, parent, school staff, etc.). The dates of implementation range from the date of the IEP meeting to any date prior to the student's expected date of high school graduation.

Statement of Transition Services As Defined in the IDEA

20 U.S.C. §1401(34) of the Individuals with Disabilities Education Act (IDEA) defines transition services as:

.....a coordinated set of activities for a child with a disability that—

*(A) is designed to be within a **results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities**, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; (B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and (C) **includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.***

Please Note: This list of examples is in no way exhaustive, nor is it the only source for transition service activities. Importantly, extra spaces are included in each area for school staff, families and students to record their own additional examples of strategies and activities.

For further information on post-secondary transition and IEPs, please consult the Alaska EED Special Education Handbook at <http://education.alaska.gov/tls/sped/>.

Statements of Post-Secondary Transition Services:

Instruction

<input type="checkbox"/> Use the following tools/methods to gather information regarding (the student's) desired post-secondary educational involvement: _____*
<input type="checkbox"/> Visit the following college campuses and meet with student support services: _____*
<input type="checkbox"/> Enroll in career awareness course entitled _____ in the ____ grade*
<input type="checkbox"/> Enroll in adult living course entitled _____ in the ____ grade*
<input type="checkbox"/> Tour post-school occupational training programs*
<input type="checkbox"/> Obtain, complete, and submit applications to the following colleges: _____*
<input type="checkbox"/> Obtain, complete, and submit applications for tuition assistance.
<input type="checkbox"/> Learn about Section 504 of the Rehabilitation Act and/or the Individuals with Disabilities Education Act
<input type="checkbox"/> Learn about community agencies that provide services and support to people with disabilities
<input type="checkbox"/> Explore admission requirements for enrollment at the _____ Vocational/Technical School
<input type="checkbox"/> Obtain information on continuing and adult education opportunities
<input type="checkbox"/> Learn about the Americans with Disabilities Act by attending a workshop at _____*
<input type="checkbox"/> Learn about the rights of people with disabilities.
<input type="checkbox"/> Participate in an internship/apprenticeship program in the ____ grade with _____*
<input type="checkbox"/> Participate in the following extracurricular activities: _____*
<input type="checkbox"/> Enroll in the following Adult/Continuing Education courses: _____*
<input type="checkbox"/> Enroll in the following college courses: _____*
<input type="checkbox"/> Enroll in “parenting” classes in the ____ grade
<input type="checkbox"/> Enroll in ACT / SAT prep course in the ____ grade
<input type="checkbox"/> Enroll in a driver’s education course in the ____ grade
<input type="checkbox"/> Prepare for tests that are required for obtaining a driver's license
<input type="checkbox"/> (Add your own)
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

*Add in details unique to student’s needs

Statements of Post-Secondary Transition Services:

Related Services

<input type="checkbox"/> Determine if [the student's name] is likely to need transportation assistance, a type of therapy, or other related service after graduating high school*
<input type="checkbox"/> Explore public transportation options
<input type="checkbox"/> Obtain information about transportation programs for people with disabilities
<input type="checkbox"/> Obtain/determine sources of support for coping with difficult life situations
<input type="checkbox"/> Visit the community mental health services agency _____ located at _____ *
<input type="checkbox"/> Identify potential post-school providers of recreation therapy
<input type="checkbox"/> Identify potential post-school providers of occupational therapy and potential funding sources
<input type="checkbox"/> Visit potential post-school providers of physical therapy
<input type="checkbox"/> Learn about potential post-school providers of speech therapy
<input type="checkbox"/> (If student is receiving SSI) Write a Plan for Achieving Self-Support (PASS) and submit to SSI to set aside income and/or resources for transportation to and from a job
<input type="checkbox"/> Determine eligibility for DVR services (http://labor.alaska.gov/dvr/home.htm)
<input type="checkbox"/> (Add your own)
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

*Add in details unique to student's needs

Statements of Post-Secondary Transition Services:

Community Experiences

<input type="checkbox"/> Use the following tools/methods to collect information regarding [the student's name] desired post-secondary community involvement:_____*
<input type="checkbox"/> Investigate participation in social/recreation events sponsored by _____*
<input type="checkbox"/> Learn about and visit potential places in the community to shop for food, clothes, etc.*
<input type="checkbox"/> Investigate participation on the community sports team for _____*
<input type="checkbox"/> Tour potential apartments for rent*
<input type="checkbox"/> Investigate participation in the _____community/civic organization (Lions Club, Rotary, Native cultural organizations, etc.)*
<input type="checkbox"/> Investigate opportunities for socialization training in the community
<input type="checkbox"/> Visit and investigate the youth volunteer program at the library
<input type="checkbox"/> Visit and learn about youth volunteer program at the hospital
<input type="checkbox"/> Visit the community theater group to learn about participating
<input type="checkbox"/> Visit and learn about the community symphonic organization
<input type="checkbox"/> Investigate participation in the community arts activities
<input type="checkbox"/> Visit and learn about the community horticultural club
<input type="checkbox"/> Visit and learn about the community historical preservation society
<input type="checkbox"/> Learn about cultural immersion activities (dance groups, language immersion classes)
<input type="checkbox"/> Visit with elders in the community to learn about cultural history or activities
<input type="checkbox"/> Learn about appropriate animal/pet care
<input type="checkbox"/> Learn about subsistence activities from _____ (friends, family members, elders)*
<input type="checkbox"/> Enroll in a hunter safety course
<input type="checkbox"/> (Add your own)
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

*Add in details unique to student's needs

Statements of Post-Secondary Transition Services:

Employment

<input type="checkbox"/> Use the following tools/methods to collect information regarding [the student's name] desired employment and career interests for adult life beyond college and/or post-secondary vocational training: _____*
<input type="checkbox"/> Participate in a career fair to learn about careers/specific career _____*
<input type="checkbox"/> Participate in career awareness program/class in the __ grade*
<input type="checkbox"/> Enroll in the community-based career exploration program in the __ grade*
<input type="checkbox"/> Determine the requirements for obtaining a license to become a _____*
<input type="checkbox"/> Determine summer employment options
<input type="checkbox"/> Meet with the following supported employment agencies to evaluate their services: _____*
<input type="checkbox"/> Obtain a part-time job (volunteer or paid) in a career field of interest through participation in a Structured Learning Experience
<input type="checkbox"/> Learn about the local/regional Career Center
<input type="checkbox"/> Enroll in an apprenticeship program for _____*
<input type="checkbox"/> (If student is receiving SSI) Learn about social security work incentives at http://www.ssa.gov/redbook/index.html
<input type="checkbox"/> (If student is receiving SSI) Learn about and write a Plan for Achieving Self-Support (PASS) and submit to Social Security to set aside income and/or resources for a job coach and/or for starting a business (http://www.ssa.gov/online/ssa-545.html)
<input type="checkbox"/> Prepare a resume
<input type="checkbox"/> Learn about employment services from the _____ Native Corporation.*
<input type="checkbox"/> Practice job interview skills (i.e. showing up for interview on time, shaking hands, eye contact)
<input type="checkbox"/> Learn about professional email skills
<input type="checkbox"/> Learn how to mail a letter/package at the post office
<input type="checkbox"/> Learn how to search job placement websites (e.g. www.monster.com , www.alexsys.labor.state.ak.us/ , www.doa.alaska.gov/dop/workplace)
<input type="checkbox"/> Learn how to appropriately resign from a job
<input type="checkbox"/> Learn about time management strategies
<input type="checkbox"/> Learn how to prepare and where to take the Armed Forces Vocational Aptitude Battery (ASVAB)
<input type="checkbox"/> (Add your own)
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

*Add in details unique to student's needs

Statements of Post-Secondary Transition Services:
Post School Adult Living

<input type="checkbox"/> Use the following tools/methods to collect information regarding [the student's name] desired residential life beyond high school and a residential post-secondary educational setting: _____ *
<input type="checkbox"/> Learn the process for renting an apartment/home
<input type="checkbox"/> Learn the process for obtaining home services like electric/heating oil/internet/phone/cable TV
<input type="checkbox"/> Join and participate in the following community recreation/health center/swimming pool: _____ *
<input type="checkbox"/> Register to vote and learn about the election process
<input type="checkbox"/> Register for the military draft and learn about public service obligations/opportunities
<input type="checkbox"/> Obtain assistance to complete tax return from _____ *
<input type="checkbox"/> Explore insurance issues/needs by meeting with _____ *
<input type="checkbox"/> Explore guardianship issues and estate planning by attending a presentation sponsored by _____ *
<input type="checkbox"/> Learn about managing /performing simple repairs on a home/apartment
<input type="checkbox"/> Learn about ways to purchase/lease a car/snow machine/ATV and do routine maintenance
<input type="checkbox"/> Open a bank account and learn about managing finances/budget/bills
<input type="checkbox"/> Understand the application process for credit/debit cards and the responsibilities associated with applying for credit
<input type="checkbox"/> Learn about expectations for eating in restaurants
<input type="checkbox"/> Learn how to obtain a PO Box at the post office
<input type="checkbox"/> Learn how to make purchases at the grocery store
<input type="checkbox"/> Learn how to make online purchases
<input type="checkbox"/> Obtain information about managing personal health
<input type="checkbox"/> Learn about how to find a doctor / medical services
<input type="checkbox"/> Meet with social worker to discuss interpersonal skill development
<input type="checkbox"/> Plan for a vacation/leisure activities
<input type="checkbox"/> Obtain information about financial planning and investing
<input type="checkbox"/> Contact the Alaska Center for the Blind and Visually Impaired to obtain training on independent living http://www.alaskabvi.org
<input type="checkbox"/> Learn how to apply for the Alaska Permanent Fund Dividend (PFD) http://pfd.alaska.gov/
<input type="checkbox"/> Learn about shareholder opportunities and/or benefits from the _____ Native Corporation*
<input type="checkbox"/> Learn how to hire a lawyer
<input type="checkbox"/> Learn the process for using the bus and/or taxi system

*Add in details unique to student's needs

Statements of Post-Secondary Transition Services:

[illegible]

*Add in details unique to student's needs

Daily Living Skills

*Add in details unique to student's needs

Statements of Post-Secondary Transition Services:

[illegible]

*Add in details unique to student's needs

Appendix A: Alaska EED sample IEP form: Transition section *

For more information, see <http://education.alaska.gov/tls/sped/TrainingResources.html>

Section 5 – Secondary Transition (Required before the student turns 16 – younger if appropriate)

1. Was the student invited to attend this IEP meeting?	<input type="radio"/> N/A <input type="radio"/> YES <input type="radio"/> NO
2. Has the student completed an age appropriate transition assessment?	<input type="radio"/> YES <input type="radio"/> NO
3. Has the IEP team determined if the student should apply to the Department of Vocational Rehabilitation? (http://labor.alaska.gov/dvr/)	<input type="radio"/> YES <input type="radio"/> NO
4. Does the student's IEP includes appropriate measurable post-secondary goals that cover the education/training, employment, and independent living plan (reviewed annually)?	<input type="radio"/> YES <input type="radio"/> NO
5. If outside agencies/community partners are a part of this plan, were they invited (with parental consent) to the IEP meeting?	<input type="radio"/> N/A <input type="radio"/> YES <input type="radio"/> NO

IDENTIFY ALL AGENCIES/COMMUNITY PARTNERS

Agency/Community Partner	Point of Contact	Phone

APPROPRIATE MEASURABLE POSTSECONDARY GOALS

Consider the student's strengths, interests and preferences, and based on age appropriate transition assessments.

Post-School Goals for Employment "My plan for a job is..."	Source
Post-School Goal for Training and/or Education "Upon completion of high school, I will..."	Source
Post-School Goal of Independent Living "My plan for living arrangements is..."	Source

STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES/STRATEGIES		
Activities/Strategies Related to Measurable Postsecondary Goals	Date to Implement	Person/Agency Arranging or Providing Services
Instruction:		
Related Services:		
Community Experiences:		
Employment:		
Adult Living:		
Daily Living Skills		
Functional Vocational Evaluation:		
COURSE OF STUDY		
<i>Considering the student's strengths, interests, preferences, and desired postsecondary goals, list the specific courses of study for the period of time covered by this IEP that will promote movement from school to the student's desired post-school goals.</i>		
School Year	Grade	Courses

* Districts may want to add in or replace the AK Sample IEP with an example from their district IEP forms.